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ABSTRACT

This report details a case study of the Tutor-Mentor Connection (T/MC), an organization designed to build infrastructures to expand and improve after-school tutoring and mentoring opportunities for inner-city children in Chicago. The case study was conducted over a 3-month period in 1997 and was intended as a limited exploration of one model for developing an infrastructure among a particular type of primary support organization. The report begins with background on T/MC, including its origins, mission, leadership and staffing, funding and planning efforts. Included are descriptions of T/MC's four primary program components--research, public awareness, resource-building, and education/consulting--as well as the benefits and challenges of each component, according to various interviewees. The report concludes with a discussion of the overall benefits fostered and challenges faced by T/MC, several considerations for T/MC's future work, and suggestions for further study on primary infrastructures. The report's four appendices include a list of people interviewed and materials reviewed for the case study, a supplementary report on a spring 1998 survey of tutoring and mentoring programs, a copy of the interview protocol, and maps of the tutor/mentor program sites and the need for them. (JPB)

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A Case Study of the Tutor/Mentor Connection of Cabrini Connections

An Effort to Build a Supportive Infrastructure for Tutoring and Mentoring Programs in Chicago

Amelia Kohm

Working Paper

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Amelia Kohm

Chapin Hall Center for Children
at the University of Chicago

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Introduction

Church groups, sports leagues, tutoring programs, and other small primary support programs are important fixtures in many neighborhoods. At minimum, they provide children with safe spaces to spend their out-of-school time--an increasingly critical service in many communities--and may well offer young people opportunities to form meaningful relationships with adults and peers as well as to learn new skills. In neighborhoods lacking larger institutions such as YMCAs, libraries, or parks, these grassroots efforts are particularly important to children and their families. Unfortunately, many small primary support programs struggle to survive and thrive. Shoestring budgets, overworked staff, dependence on the vagaries of volunteers' schedules, and little time for and expertise in management issues characterize many of these programs.

Recognizing the challenges that many primary supports face in sustaining their programs--particularly small organizations--Chapin Hall has considered the types of "infrastructures" that might be developed to support such programs. Just as the physical infrastructure of a city--its sewer system, telephone lines, streets, etc.--make it possible for homes and businesses to exist and to function more effectively and efficiently, a primary supports infrastructure improves the operations of individual programs. Such networks provide the types of supports that single programs often cannot adequately or efficiently provide for themselves.

Such infrastructures can arise for multiple reasons, under a variety of auspices, and in a myriad of forms. Some come about informally--personal relationships among staff at various organizations, for example, may lead to sharing information about resources for clients--while others are more

formal structures devised by central or mediating bodies like government agencies, membership organizations, or foundations. Infrastructures may offer individual programs ***physical resources*** such as office space or equipment, ***information*** such as directories of organizations that can be used for networking, referrals, and building collaborations, or a variety of ***support services*** such as training, technical assistance, or public relations and advocacy conducted on behalf of an entire network.

In addition to supporting individual programs, those who design and build infrastructures often have a more global goal in mind. Beyond their concern about existing entities, they may also wish to foster an environment where new ones might grow, particularly in the areas that need them most. Just as a city improves roads and sewer systems to spur business development in a certain neighborhood, a primary supports network builder might provide education and support to those considering starting new programs.

To broaden understanding of the various types of primary support infrastructures that do or could exist, Chapin Hall conducted a brief case study of one infrastructure-building effort in Chicago called the Tutor-Mentor Connection (T/MC). In the long run, we are interested in gaining a better understanding of the benefits of various types of primary support infrastructures as well as the costs involved in building and maintaining them. We hope that this small, exploratory study will inform more in-depth examinations in the future.

T/MC's mission is to serve as a catalyst for expanding and improving after-school tutoring and mentoring opportunities for inner city children in Chicago. Daniel F. Bassill, the president and chief executive of Cabrini Connections, explains that T/MC aims to "help the city provide a full distribution system of good after-school tutor/mentor programs in every neighborhood and a support system to help those programs grow and expand."[1]

We chose T/MC for this case study not only because it provides a model of a primary supports infrastructure, but also because tutoring and mentoring programs are receiving a great deal of attention at present. The President's Summit for America's Future in the spring of 1997 signaled a growing national interest in tutoring and mentoring. Recent studies suggest that caring relationships with adults are often critical to children's long term success--especially those growing up in the most challenging circumstances. (See, for example, Gambone and Arbreton's *Safe Havens: The Contributions of Youth Organizations to Healthy Adolescent Development* or Chaskin and Rauner's *Kappan Special Section on Youth and Caring*.) At the Summit, Presidents Clinton, Ford, Bush, and also Nancy Reagan spoke of a collective obligation to assure that all young people have "caring adults in their lives, such as parents, teachers, tutors, coaches" as well as "safe places with structured activities in which to learn and grow."[2] This nationwide interest provides a window of opportunity to marshal human and financial resources to strengthen and expand tutoring/mentoring programs, and T/MC serves as one strategy for realizing such a goal.

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[1] Adler, J. (1998) "A 'trade group' that distributes knowledge to kids" *Crain's Chicago Business/Small Business Report*.

[2] T/MC newsletter.

This small case study was carried out over a three month period during the autumn of 1997 and thus provides only a snapshot in time of T/MC's efforts. T/MC is an ever-evolving organization and has implemented many new efforts since this study was conducted. Chapin Hall's exploration involved review of T/MC documents, interviews with various stakeholders (T/MC staff, tutoring and mentoring program directors, representatives of businesses involved with T/MC, and funders), and observation of a T/MC Leadership Conference. (For more on the case study methodology, please see Appendix A.) *It should be emphasized that this case study is not an evaluation of T/MC but rather a limited exploration of one model for developing an infrastructure among a particular type of primary support organization.*

What Are Primary Supports?

Over the past ten years, Chapin Hall Center for Children has been working toward a fundamental reconception of the way in which social services and supports are provided to children and families. Having begun by comparing the social service delivery system with two other major sectors serving children, health care and education, we were struck by the sharp contrast between the organization of resources and attention in these other systems and the prevailing practice in the social service field.

Both health and education put a great deal of emphasis on primary or basic services for *all* children. It is a basic tenet of these systems that an investment in primary approaches not only promotes children's health or learning in general, but can also prevent future problems requiring more costly and intensive interventions. *Secondary care* in the health sector and *special education* in our schools are called upon only once specific problems have arisen in spite of primary efforts.

The social service system has traditionally become involved in the lives of children and families only when such problems as drug addiction, teen pregnancy, gang involvement, and abuse or neglect have been identified. This deficit-driven approach categorizes and may stigmatize those intended to benefit from specialized social services. It is not designed to exploit existing community resources that provide important supports and may help to prevent future problems.

Addressing the question of how the social service system might be reconceptualized to include *primary* as well as secondary or specialized approaches, we began looking for social service

analogues to primary or basic care in the health and education fields. We defined primary social services not only by their potential to prevent possible future problems, but also by the way they can contribute to healthy development more generally. So far, we have identified such diverse activities, facilities, and events as arts and cultural opportunities, organized sports, day care, toddler play groups, before- and after-school programs, youth leadership development projects, social clubs, community centers, parades, fairs, parks, churches, and museums. To communicate the important role of these resources in the lives of children and families, we began calling them *primary supports*.

Central to these varied types of supports in our understanding are the caring and mutually respectful relationships they can and often do make available to children, both with their peers and with others older and younger than themselves.[3] Along with family and school, these traditional resources offer children safe spaces in which to build skills, forge friendships, and cultivate self-confidence, all of which are important to a child's healthy development and may help to prevent the occurrence of serious problems later on.

Structure of the Report

The report begins with background on T/MC including its origins, mission, leadership and staffing, funding, and planning and evaluation efforts. Next are descriptions of T/MC's four primary program components: research, public awareness, resource-building, and education/consulting as well as the benefits and challenges of each component according to various interviewees. The report concludes with a discussion of the overall benefits fostered and challenges faced by T/MC, several considerations for T/MC's future work, and suggestions for further study on primary support infrastructures. The appendices include a list of people interviewed and materials reviewed for the case study, a supplementary report on a spring 1998 survey of tutoring and mentoring programs, and a copy of the interview protocol.

[3] For a discussion of caring in the context of primary support programs, see Chaskin, R. J. & Hawley, T. (1994) *Youth and Caring: Developing a Field of Inquiry*. A Report to the Lilly Endowment. Chicago: Chapin Hall Center for Children at the University of Chicago.

Background

History

T/MC has grown gradually over its five-year history. As they have identified common needs of tutoring and mentoring programs, T/MC has worked to expand its capacity to meet those needs. T/MC has also grown as new organizations and businesses have recognized the value of T/MC and have come to them to collaborate, thus expanding the purview of their work.

The origins of T/MC date back to Bassill's experiences in the 1970s, first as a tutor himself and then as a volunteer coordinator of Montgomery Ward's Cabrini Green Tutoring Program. Bassill was an advertising manager for Montgomery Ward and worked at their headquarter's building that borders the Cabrini Green public housing development. At that time, part time staff ran the after-school tutoring program, matching volunteers from Montgomery Ward with elementary school students living in Cabrini Green.

As Bassill took a greater volunteer leadership position in the program, he came to feel that the only way to maintain and improve their program with so few staff and resources was to borrow ideas from other programs. In 1976 and 1977, he convened leaders from about five tutoring and mentoring programs for a "show and tell." "I learned a couple lessons from those first few meetings," notes Bassill, "when I called people, they came, but when I didn't call, no one else called. So the role of the convener was really important."

In 1990, Bassill left his position at Montgomery Ward to work full-time with the tutoring program. Under his leadership, the program gained independent nonprofit status, and a board of longtime volunteers was established. Between 1990 and 1992, the program grew from about 300 tutor/child matches per year to about 450 per year.

Between 1990 and 1992, a schism grew between Bassill and his board. While Bassill wanted to expand the program to include junior high and high school students as well as to formalize a network of tutoring and mentoring programs throughout the city, the board preferred to concentrate their energies on running the program for elementary students. Some volunteers in the program decided to leave with Bassill to launch a new organization called Cabrini Connections. Cabrini Connections operates two programs: T/MC and Kids' Connection, a tutoring program for students in grades seven through twelve.

In 1993, Bassill hired two long time tutors and volunteer leaders in the Cabrini Green Tutoring Program and started Kids' Connection in space contributed by a church in the Cabrini Green neighborhood. Also during that year, Bassill assessed the need for and developed the idea of a network of tutoring and mentoring programs throughout the city. He spoke to a wide range of individuals and institutions, including tutoring and mentoring program staff, researchers, and computer mapping experts to consider how to collect and present information about programs citywide and how best to address their needs. Additionally, he recruited a board of directors for Cabrini Connections, secured space for the organization from Montgomery Ward, and began fundraising efforts.

After spending 1993 developing a plan for building and marketing the network, T/MC was established in 1994. Bassill started by sending out five hundred postcards with a simple survey to assess what programs were doing, the degree to which they were networking with other programs, and their level of interest in a citywide conference on issues concerning tutoring and mentoring programs. Of the 125 programs that responded, 54 percent indicated that they had little to no contact with similar programs, 75 percent indicated that they would value more contact, and 90 percent said that they would attend a conference. From these beginnings grew the T/MC program. (See "Program Components" below for more on T/MC's current activities.)

Today, Cabrini Connections continues to run both Kids' Connection and T/MC. Both programs are housed in space contributed by Montgomery Ward. Kids' Connection has grown from about five matches in 1993 to about one hundred today.

Leadership and Staffing

While Cabrini Connections has four full-time staff, Bassill is the only person who devotes most of his time to T/MC. Gena Schoen, who primarily manages the Kids' Connection program, organizes the two T/MC leadership conferences each year. Otherwise, T/MC relies on part-time staff for the development of a newsletter, creation of maps displaying tutoring and mentoring programs throughout the city, bookkeeping, and further conference support. Special contractual relationships with Public Communications, Inc. and Human Capital Research Corporation have allowed T/MC to do more public relations and larger surveys of programs than they could do on their own. Additionally, conferences depend on volunteer support.

A seven member board, comprised totally of current and former tutors in Kids' Connection, meets four times a year to oversee Cabrini Connections. An advisory council, comprised of junior executives from the business world, helps to raise funds for the organization. Bassill explains that, because they did not have contacts with senior executives and felt that many of those in such positions would not have the time to invest in a vague idea like T/MC, they instead targeted younger professionals "who could be groomed to lead T/MC while their careers rose at the same time." Additionally, a variety of committees composed of board members and volunteers focus on board development, marketing, training, and internal communications. Despite the elaborate committee structure, most of the decision-making power lies with Bassill who stressed that he designed the organization to have strong executive leadership based on the Kenneth Dayton manual, *Governance is Governance*. (Published by the Independent Sector, 1987.)

Funding

The budget has grown from $50,000 in 1993 to $275,000 in 1997. The goal for 1998 is $300,000. T/MC's largest contributor, Montgomery Ward, contributes $45,000 in cash support each year as well as office space, utility and cleaning expenses. The remainder of its revenues come from private and corporate foundation grants and individual donations. Bassill estimates that fundraising absorbs about 25 to 30 percent of his time and describes it as an uphill battle. "It's hard to make the case for an organization like T/MC," says Bassill. "People would rather contribute directly to programs. There's just not enough understanding of or commitment to infrastructure development."

Planning/Evaluation

Planning is an ongoing process at T/MC. Bassill says that he is constantly brainstorming and networking to determine what more T/MC could be doing, with whom, and how. He describes this process as "very reactive and entrepreneurial. We constantly draw on lessons from running our own tutoring program as well as from other programs." Bassill makes all final decisions about program changes which he then reports to the Board.

No formal evaluation of T/MC has been conducted. However, conference planning draws on evaluation forms completed by participants at prior conferences. T/MC also assesses their reach by the number of people who receive their directory and newsletter, the number who attend their volunteer recruitment fairs and leadership conferences, the number of mentions they receive in the press, the number of surveys that are returned each year, and the number of general phone inquiries they receive over the year.

Program Components

T/MC's work falls within four primary program components--research, public awareness, resource-building, and education/consulting--each of which is reviewed below.

Research

T/MC's research activities were spurred by the desire to know more about what programs are out there, what they are doing, and how they are doing it. Bassill stresses the importance of knowing "the market" in order to better address the needs of programs. He reasons that if children need safe spaces to be during their out-of-school time and if one-on-one relationships with adults and

educational achievement are keys to their future success, we should understand what is already happening to address these needs, how many and where new programs are needed, and what are the challenges and potential solutions to sustaining programs.

To answer these questions, T/MC has conducted an annual survey of tutoring and mentoring programs as well as collected information on programs nationwide and issues of concern to those running programs.

Annual Survey of Tutoring and Mentoring Programs

After T/MC's initial postcard survey in 1994 (described above), T/MC sent out a longer questionnaire to 209 programs identified through informal networking. One hundred twenty surveys were completed and returned, and T/MC was able to enlist Illinois Wesleyan University's help in conducting preliminary analysis of the data.[4] The major findings of the survey were:

- Most of the 120 surveyed were neither pure tutoring nor pure mentoring programs, but rather a mixture of the two.
- Most of the programs in the sample served the full spectrum of age groups, and boys and girls participated in nearly equal numbers.
- Most of the programs served fewer than seventy-five students.
- The number of volunteers rose markedly from 1990 to 1994, but with the exception of pure tutoring programs, the number of students rose faster causing the student-to-volunteer ratio to rise.

[4] Hypothesis testing was not applied to test whether apparent differences in results were statistically significant.

- By far the most commonly used method for recruiting volunteers was networking and personal contacts. This was followed by recruiting through churches.
- Training of volunteers seemed to be predominantly through group orientation sessions and printed materials.
- Most funding for programs came from foundation grants, private citizen donations, corporate support, and fundraising events. The importance of private citizen donations stood out as the number one funding source.[5]

From this survey, T/MC was able to develop its first directory of programs in Chicago. It also allowed T/MC to create its first maps of programs across the city to demonstrate areas in need of programs. Additionally, because the survey requested respondents to name other programs in their neighborhoods, it helped to identify more programs. The survey also confirmed that there was enough interest to hold a citywide conference. Over 50 percent of the 120 program survey respondents felt that they were isolated from other programs and 90 percent indicated that they would attend a conference.

Similar surveys were sent out in 1995 and 1996, but T/MC did not have the resources to conduct a complete tabulation or analysis. Information from these surveys was, however, used to update the directory, to identify more programs, and to update maps. An informal count of volunteers in the programs surveyed added up to less than ten thousand. Given that school age children in Chicago number more than five hundred thousand and a large percentage of them struggle with

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[5] Lowry, P. (1994). *Results from the 1994 Tutor/Mentor Connection Survey of Chicago Tutor/Mentor Programs: Preliminary Report*. Bloomington, Illinois: Illinois Wesleyan University.

poverty and low academic performance, T/MC felt this information confirmed the need to increase the number of programs and their ability to attract and keep volunteers.

In 1997, T/MC partnered with Human Capital Research Corporation (HCRC--a higher education research firm), the Associated Colleges of Illinois (ACI), and the Chicago Public Schools to conduct a larger survey of tutoring and mentoring programs throughout the city. ACI and the school system had contracted with HCRC to conduct a survey focused on the needs of organizations offering academic enrichment in three areas: college readiness, vocational services, and academic area support. ACI represents twenty-six private liberal arts colleges and conducts a number of programs aimed at preparing inner-city high school students for college.

This partnership allowed HCRC to take advantage of T/MC's sample of programs and T/MC to benefit from HCRC's expertise in conducting surveys and analyzing data. ACI hopes to use data collected in the survey to better market their college readiness programs to tutoring and mentoring programs. T/MC also agreed to advertise ACI's programs in their newsletter. T/MC benefitted from an increase in the number of surveys returned from 120 in 1994 to 272 in 1997 and a published report that includes, in addition to survey results, statistics gathered from other sources on children in Chicago--such as poverty and dropout rates. Placed in this context, the report is able to suggest the need for tutoring and mentoring programs. However, the number of questions relevant to T/MC was markedly reduced to allow for questions of concern to ACI that focused on higher education issues. For example, only two questions focused on volunteers as opposed to eight questions in prior surveys.

The primary citywide findings pertaining to T/MC from the 1997 survey were:

- Fewer than six percent of Chicago's school-age population is reached by the 272 youth services organizations included in the study.
- Tutor/mentor programs are not evenly distributed by need. (Numbers of schools on probation and poverty rates in various areas of the city are used to define need.)
- Of the 272 respondents, 220 "mixed" programs (which include tutoring and/or mentoring along with other activities for children) are serving 33,923 youth, and 119 pure tutoring and mentoring programs are serving 12,754 students.
- While need is great at all age levels, programs serving high schools students are the least prevalent.
- Most programs are offered in the afternoon with fewer during evenings or weekends--the times when more tutors and mentors are available.
- 150 programs use mentors, and 150 use tutors.
- Over half the programs surveyed report on the number of students served and can provide information on the characteristics of their students. Far fewer collect data related to program effectiveness measures.
- More research is needed to examine neighborhoods to explore need for and potential impact of volunteers, use of computers and program evaluation to increase the efficiency and effectiveness of the programs.

Data in the report is also presented by public school regions and displayed graphically to show areas of need, such as maps showing grades served by programs in each school region.

The surveys have several primary benefits. T/MC's public relations and networking efforts with various stakeholders are bolstered by the statistics they gather through the survey. Bassill describes the data as "a baseline for a marketing plan for growth." The survey results may also be a way of loosely demonstrating T/MC's effectiveness in expanding the number of programs, although it is probably impossible to clearly link program expansion to their efforts.

The survey also provides the information for the directory and helps T/MC to connect with an ever expanding number of programs. As more programs surface on T/MC's radar screen, T/MC is able to hook them into the infrastructure they are building. Program volunteers and staff can take advantage of T/MC's newsletter, conferences, and volunteer recruitment fairs, and, by doing so, can connect and share knowledge with other programs throughout the city. Because no data of this kind existed prior to T/MC's efforts, the marginal benefit is significant. Additionally, the partnerships with ACI show the benefit of T/MC's database to other organizations that want to develop an understanding of these types of programs.

The challenge, as the above description suggests, is developing valued and reliable data. Moreover, limited resources confined the scope of the survey. While the partnership with ACI allowed T/MC to collect data on more programs and present a meaningful analysis, it limited the breadth of data collected. HCRC has expressed some interest in going to funders with T/MC to

propose more comprehensive surveys on areas of concern to tutoring and mentoring programs such as volunteer issues.

Library

T/MC also strives to be a clearinghouse for information pertaining to tutoring and mentoring programs. They have collected a variety of information on programs in Chicago and around the country as well as on program management concerns, and, more generally, on issues facing children and youth today. The library, housed in Cabrini Connection's office at Montgomery Ward, primarily includes articles from newspapers and journals focused on:

- Business (such as businesses' involvement with kids, business strategies to apply to tutoring and mentoring programs, and vocational education)
- Program development concerns (such as volunteer recruitment, volunteer evaluation, and public relations)
- Issues affecting children and youth (such as housing, juvenile reform, and violence and gangs)

T/MC also has over five hundred program files that include information on tutoring and mentoring programs in and out of Chicago as well as other types of programs like internship programs and in-school programs.

Bassill uses the library collection to inform the newsletter. He also mentioned that several people have used the library in the development of volunteer manuals for their programs. However, it seems that few people come to use the library. Only one interviewee mentioned it when asked about the benefits of T/MC's work.

T/MC's development of the library into a more useful tool for program directors and others concerned about tutoring and mentoring is limited by resources. There is currently no way to navigate the files using a catalog or database nor do they have the staff time to maintain its organization.

Public Awareness

One of T/MC's primary goals is to involve a wide range of individuals and institutions in helping to increase the quantity and quality of tutoring and mentoring programs. Specifically, they work to address the needs of tutoring and mentoring programs by drawing on the resources and expertise of businesses and other organizations.

To reach tutoring and mentoring programs, funders, policymakers, colleges and universities, professional associations, and the general public, T/MC uses a variety of strategies including a media campaign, citywide maps showing the location of programs, a quarterly newsletter, and a program directory. Communications include messages about the benefits of tutoring and mentoring and the need to increase the quantity and quality of programs in Chicago, descriptions of the services offered by T/MC, and specific information about improving programs.

Media

In 1993, T/MC formed a relationship with Public Communications Inc. (PCI) to draw local attention to T/MC's work. PCI, a mid-sized public relations firm, had, at the time, no pro bono accounts. Jill Allread, Director of Media Relations, recalls that they were so impressed with the T/MC concept and with Bassill's enthusiasm, that they decided to donate part of their services free of charge.

The goal of the public awareness campaign, according to Allread, has been to increase awareness and visibility of existing tutor and mentoring programs in Chicago and the importance of their work, increase the number of volunteers involved in these programs, increase corporate financial support for tutoring and mentoring programs citywide, identify more tutoring and mentoring programs, and build participation in the T/MC network. An additional goal is to obtain credit for T/MC and Cabrini Connections for making progress on all of the goals listed above and to translate credit into fundraising success for T/MC.

To address these objectives, PCI has placed stories about T/MC's work and announcements of its events in neighborhood, citywide, and national newspapers, tv, radio, cable tv, and company and association newsletters. PCI measures their success by the number of placements they secure in these forums and the potential audience size they reach with each placement. PCI, for example, made three national and four Chicago media placements--reaching an estimated audience of 2.1 million--around the time of the President's Summit for America's Future. (Bassill was part of Illinois' delegation to the Summit). Near the 1997 spring Leadership Conference, they secured

two newspaper stories and some brief footage of the Mayor's opening remarks at the conference reaching an estimated audience of 277,520. The impact of media exposure on the specific goals outlined above, however, is not measured.

In addition to PCI's efforts, T/MC has used the services of other PR firms to do publicity around specific events like the Volunteer Recruitment Fair. They have also used public access cable television to list programs needing volunteers on a bulletin board which allows viewers to call in for further information.

Most of those interviewed for the case study felt that T/MC's publicity efforts had made a difference for programs and, ultimately, young people. However, while one interviewee learned of T/MC through a newspaper article, the others did not point to clear examples of this impact. Allread feels that they have established T/MC's credibility in Chicago. PCI is now looking to establish it as a model that other cities might duplicate by looking to more national outlets.

One of the primary challenges to conducting a media campaign, according to Allread, is keeping the story fresh and developing new angles. She says that they regularly get a "blip" of attention when T/MC has an upcoming event to announce--and the President's Summit provided a powerful media "hook"--but otherwise tutoring and mentoring programs tend to be taken for granted.

Maps

T/MC's signature communication strategy is its citywide maps. Using data collected through its surveys and the technology of a Geographic Information System (GIS), they have created a variety of maps showing the distribution of tutoring and mentoring programs throughout the city. T/MC uses the maps to graphically display "market penetration"--where programs are and where they are needed. To highlight need, some maps overlay shading to show which communities have the highest poverty rates or which public school regions have schools on probation. Other maps demonstrate the need for specific types of programs by showing the distribution of programs that serve certain grade levels or that offer programs at certain times of day. (See Appendix D for sample maps.)

T/MC has also created maps designed to capitalize on public attention focused on communities where violence involving young people has occurred. T/MC sends maps to the media asking them to follow up on stories about violence in certain communities with stories about the tutoring and mentoring programs and other resources that exist, or should exist, in the neighborhood to provide safe and nurturing environments for young people during their out-of-school time. Thus far, this strategy has resulted in occasional stories in newspapers, radio, and television.

Maps have been used in almost all of T/MC's written communications pieces as well as on their own. When meeting with representatives of a corporation, Bassill often brings a map that shows the distribution of programs in communities where the corporation has stores or offices. Using

this visual aid, he suggests that to strengthen and expand tutoring and mentoring in these communities, the company can offer space, funding, and/or employee volunteers.

While no one mentioned specific efforts inspired by T/MC maps, many of those interviewed were impressed with T/MC's maps and felt that they make a strong case for T/MC's efforts to expand the number of programs throughout the city. However, not all drew this conclusion. One interviewee from the corporate sector, for example, said that upon viewing the maps for the first time she was surprised by how *many* programs exist. The maps show that some communities have more programs than others, but they do not clearly communicate how dismal the picture is, particularly to those less familiar with education issues and with various communities. While some maps demonstrate need by indicating communities with schools on probation or with high poverty rates, they do not answer the question of how many more programs or tutors and mentors would be beneficial to various types of communities.

Newsletters

T/MC's quarterly newsletters are sent to 7,500 people. (See "Networking" for types of organizations and individuals in database.) Newsletters include tutoring and mentoring program profiles; information about upcoming T/MC conferences or volunteer fairs; tips on how to recruit, train, and retain volunteers; citywide program maps; and information on networks and resources that might be helpful to tutoring and mentoring programs. Another Cabrini Connections newsletter, NEWSLINK, that includes both T/MC and Kids' Connection information, goes to an additional 2,500 readers.

Several interviewees felt that the newsletter provided valuable information about other programs, tips on running programs, and services offered by T/MC. Some of those interviewed from the corporate sector felt the newsletter was most valued by those who already see themselves as constituents for T/MC, specifically tutoring and mentoring program staff. One interviewee, for example, felt that a newsletter, that "tries to be all things to all people is a dangerous way to play with people who don't readily see their self interest in what you are doing." To capture the attention of corporations, policymakers, colleges, and universities, they also felt that "slicker" communications were needed.

Program Directory

T/MC's program directory is distributed to 4,000 individuals, companies, schools, libraries, and churches each year. It includes an alphabetical listing of 270 tutoring and mentoring programs throughout the city. For each program, it describes the types of services offered, age groups served, and times programs take place, address, and phone numbers. The directory also includes community maps that can be used to locate programs in certain areas.

Many of the interviewees running tutoring and mentoring programs mentioned that they highly valued the directory of programs which serves as a unique source of information. They reported using it to refer volunteers or children to other programs and to learn about other tutoring and mentoring efforts within their communities and citywide.

Other Communications Pieces

In addition to the primary communications strategies listed above, Cabrini Connections has a web site that includes pages describing T/MC and how it could be replicated in other cities. T/MC is now working to develop a more extensive and interactive web site with the help of a Kids' Connection volunteer. The volunteer's employer is contributing server space, and Environmental Systems Research, Inc. has donated software that will enable T/MC to put the directory on the web site. The site will also include information on best practices among tutoring and mentoring programs and will allow for interprogram strategic planning, hot links to other tutoring and mentoring program sites, and downloading of free software for management and communications.

T/MC has a variety of brochures and flyers targeted to general and specific audiences such as individuals, universities and colleges, and corporations. These pieces describe how to get involved in a tutoring or mentoring program as a volunteer, contributor, or sponsor; how to replicate T/MC programs, how businesses can get involved in programs, and what children need and how tutoring and mentoring programs address it.

Lightfall Interactive, a company that produces multimedia training, has begun a pro bono CD-ROM presentation explaining the work of T/MC and how various types of viewers can help build the network of programs. The primary audience will be business professionals and organizations that could donate time, funds, or other resources to T/MC. Young people involved in a Kids' Connection film festival are also producing films on why tutoring and mentoring is important.

Both the CD-ROM and the films may be put on T/MC's web site and will be used as general promotion tools.

Resource-Building

To help build the resources of tutoring and mentoring programs, T/MC recruits volunteers through a citywide fair, helps operate the Lend A Hand Fund with the Chicago Bar Foundation, and does a great deal of informal networking.

Volunteer Recruitment Fair

T/MC began conducting an annual volunteer recruitment fair in 1995. The fairs are designed to both attract potential volunteers to programs throughout the city and to raise awareness of the need for and benefits of tutoring and mentoring programs. The volunteer fair occurs in the fall, when most programs are gearing up after a summer hiatus and need new volunteers for the year.

The fair involves recruitment sites throughout the city during one week in September, a media campaign, and program listings on public access cable television. In 1996, fifty-two tutoring and mentoring programs participated at twelve recruitment sites such as bookstores, shopping centers, churches, libraries, and the Thompson Center (the state government building downtown.) The media campaign that year resulted in twenty-eight news stories and briefs, including an editorial in the *Chicago Sun Times*, and listings in various newspapers' calendars. Additionally, twenty-five programs posted requests for volunteers on the public access television's bulletin board. In 1997, the size of the effort grew to include twelve sites, and, in 1998, there will also be sites in two suburban communities.

T/MC's resource-building efforts appear to be reaching a growing number of people and programs. T/MC reports that, in 1995, the recruitment campaign resulted in 1,125 inquiries including people picking up materials at the fair sites, calling a hotline established for the recruitment effort, responding to the public access bulletin board announcements, and calling the United Way volunteer center and the Chicago Bar Foundation. This number increased to 1,400 in 1996, and 2,410 in 1997.

The ultimate impact of these contacts, however, is not clear. T/MC does not have the resources to follow-up on referrals they make to see whether a potential volunteer actually contacted the program and, if so, became a tutor or mentor. Nor does T/MC have the resources to follow-up with programs that participated in the fairs or posted an announcement on public access television to see how many volunteers they recruited. One interviewee, who took advantage of the volunteer fair by setting up a booth, reported that, while she handed out a great deal of information, collected eighteen names, and contacted those people, her efforts did not result in any new volunteers for her program.

Bassill would like to increase T/MC's volunteer recruitment capacity by setting up permanent computer kiosks in public spaces where children and families are, such as McDonald's restaurants. Young people, parents, or potential tutors and mentors could input their address, age, and other relevant information and then be given a printout with the program closest to them or the one which best meets their needs.

Lend A Hand Fund

Thomas A. Demetrio, a former president of the Chicago Bar Foundation (CBF) the community outreach arm of the Chicago Bar Association, began the Lend A Hand Fund. He grew up in a working class family and wanted to "give back" in someway. He also felt that attorneys are particularly good role models for young people because they are often able advocates, communicators, and counselors. The Board of the Chicago Bar Foundation resisted the idea of starting a new tutoring or mentoring program when many programs already existed in the city and needed volunteers. They instead decided to refer members interested in volunteering to a limited number of programs.

In 1993, while in the process of identifying programs for referrals, Elizabeth Densmore, CBF's executive director, met Bassill and learned of his efforts to create a directory and his thoughts about citywide conferences for tutoring and mentoring programs. Their discussions led to a decision in 1994 to join forces to form a fund benefitting tutoring and mentoring programs. T/MC, each year, agrees to help raise money for the Lend A Hand Fund, and 10 percent of the contributions go to T/MC. Approximately $30,000 to $40,000 is raised annually (primarily through a benefit), and grants of $500 to $2,000 are made twice a year to tutoring and mentoring programs for their general operating expenses. Programs must apply for grants, and Bassill sits on the advisory board, along with members of the Chicago Bar Association, that makes funding decisions.

Lend a Hand also does a number of activities independent of T/MC. They continue to refer their members to a select number of tutoring and mentoring programs. They also give the Thomas A. Demetrio Lend A Hand Award that includes a gift of $2,000 to an outstanding tutoring or mentoring program. Their Law Bridges program recruits and trains legal professionals to visit tutoring and mentoring programs on a monthly basis to discuss law-related careers. Finally, they serve as a "middleman" helping CBA members to contribute sports and cultural events tickets to tutoring and mentoring programs. T/MC also advertises Lend A Hand services in various communication materials.

The partnership with the Bar Foundation clearly brings new resources to tutoring and mentoring programs. Densmore hopes to be able to raise more funds in the future in order to increase the number and size of grants. One interviewee, a director of a tutoring program, complained that the Fund is a "drop in the bucket compared to what's needed," but also acknowledged that, "it's more than there was before." The Fund also brings important human resources--law professionals--to the tutoring and mentoring cause.

Networking

Bassill is constantly searching for ways to bring new resources to strengthen and expand programs. The alliance formed with the Bar Foundation serves as a model of this work. Bassill strives to serve as a bridge between programs, often lacking in human and financial resources, and other types of organizations and businesses that may be able to help provide resources such as corporations, professional associations, colleges and universities, and policymakers.

It is difficult to quantify the amount of networking Bassill does or the impact of these efforts. T/MC maintains records of incoming correspondence and telephone calls as well as a database of primary contacts. Bassill also keeps an intermittent log of his daily activities. However, because these records are ordered chronologically, it is hard to track relationships with any one person or organization from the initial contact to the current status or end result.

The records do, however, provide an understanding of the types of individuals and organizations with which T/MC maintains contact. Bassill describes the criteria for inclusion in T/MC's database, which includes 7,500 names, as "people with the power to help them." A sample of names entered during eight selected months over a four-year period included:

Corporations and Business	23%
Human Service Organizations	
(including tutoring and mentoring programs)	19%
Foundations	7%
Colleges and Universities	5%
Public Department and Agencies	4%
Religious Organizations	4%
Media	2%
Associations	1%

The remainder of the names had no affiliations or we were unable to categorize the type of association.

Bassill's log also gives a sense of the range of contacts he regularly makes. For example, during a five month period in 1997, he met with such people or groups as:

- Oracle about a potential collaboration on mapping
- A retiree group about recruiting more seniors as volunteers
- A church association about establishing programs in churches
- Chicago MOST (Making the Most Out of After School Time--an effort to improve the quality and quantity of out-of-school time for children in Chicago--to explore potential partnerships
- An education newsletter about cross promotion
- Chicago Public Schools to explore potential partnerships
- Big Brothers and Big Sisters to discuss ways to explore potential partnerships
- The Kiwanis Club about including an endorsement of T/MC in their newsletter
- Representatives of United Airlines' Volunteer Summit about listing T/MC in their volunteer handbook
- The Junior League to explore potential partnerships
- Northwestern University's Kellogg School of Management to explore potential partnerships
- The Illinois Commission on Volunteerism to explore potential partnerships
- A professor at the University of Kansas who would like to replicate the T/MC model

A review of T/MC's 1996 phone logs shows that fifty-three in-coming calls, or about four per month, were focused on networking type activities.

Education/Consulting

Leadership Conferences

In addition to its directory, T/MC is perhaps best known for its leadership conferences. T/MC conducts two day and a half conferences each year in the fall and spring. Each conference includes a full day of programs geared toward those running tutoring and mentoring programs and a half day of programs that focus on the concerns of volunteer tutors and mentors. The conferences began in 1994 with, according to T/MC's records, 273 people attending both the fall and spring conferences, and the numbers have increased each year to a total of 441 in 1997. T/MC has seen, fairly consistently, about half as many people at the Saturday sessions geared toward volunteers as at the Friday sessions geared toward program staff.

Invitations to the conferences go to every organization in the T/MC directory as well as to businesses, churches, media, and people who responded to the volunteer recruitment campaigns. Information about the conference is communicated to a broader audience through T/MC's newsletter and the public media.

The fall conference is scheduled to follow the volunteer fair earlier in the fall. Bassill explains that by November, programs have recruited volunteers and need to begin to focus on keeping them

and improving their programs. Also by this time, volunteer tutors and mentors have begun to understand the challenges of their jobs, and may be ready for training on how to teach young people particular subject matters or general education on child or adolescent development. The spring conference is scheduled to help programs maintain their momentum as the school year ends and to plan for the next year.

Program staff participants can choose among workshops on such topics as fundraising, public relations, evaluation, parent involvement, how to organize a program in your neighborhood, strategic planning, recruitment, training, curriculum area topics, and using computers in programs. Tutors and mentors attend workshops that focus on such topics as reading and writing strategies, math/science using the library as a summer resource, working with difficult students, how to build self-esteem, and Chicago Public Schools' summer school program information.

Programs can also display information about their work at booths. The booths allow attendees to learn about other efforts, pick up materials, and network with colleagues from programs in the Chicago area. Some conferences have also included keynote speakers on issues pertaining to education. With support from private donors, corporations, and private foundations, T/MC is able to keep the cost of the conferences low to participants. In 1997, the conference cost $25 to attend.

The fall conference is part of a larger effort which T/MC calls "Tutor/Mentor Week." This effort to increase the visibility of programs as well as their funding and number of volunteers involves a

fundraising event sponsored by the Chicago Bar Foundation, a smaller fundraising party for Cabrini Connections sponsored by a young adult group inspired by T/MC called Involve!Chicago (the proceeds from both events go to the Lend A Hand Fund), the announcement of Lend A Hand Fund grant awards, and the fall leadership conference. A special media campaign promotes the Tutor/Mentor Week and its various events.

The conference is planned by Gena Schoen, T/MC's conference manager, with the help of a small committee of tutoring and mentoring program directors. Tim Henry, director of the FRIENDS FIRST program at the Mercy Home for Boys and Girls and a longtime member of the conference planning committee, noted that they begin the planning of each conference by brainstorming ideas for workshops. Certain workshops have become standard such as those focused on how to begin a program and on fundraising. They review evaluations from the prior conferences and decide what new workshops to add.

Those interviewed for this study as well as conference participants who completed evaluation forms appear to highly value the opportunities these events provide. Particularly for small programs and for organizations considering implementing new programs, the conferences appear to be a unique and particularly accessible opportunity for them to network and to learn how they might develop and strengthen their programs. In addition to practical information, conference participants report that they found the program to be motivating because they allow individuals to connect with others working toward similar goals and confronting similar challenges. Workshops also provide helpful program models and strategies. Participants' ratings of workshops offered at

the spring 1995 conference were all quite high. On a scale of one to ten, there were no ratings lower than seven.

Henry feels the conferences have become more professional with each succeeding year. He hopes that future conferences will be more successful in reaching out to new audiences such as businesses and funders. By attending, he feels that they would have a better sense of tutoring and mentoring programs citywide and the issues they face. He would also like to see more media attention to the conference to draw a greater number of programs to the event as well as workshops directed to more advanced and larger programs.

Individual Consulting

On an informal basis, Bassill is often consulted by those who want to begin new programs and those looking to improve their programs. In 1996, for example, T/MC phone logs show that he received 185 calls concerning the start-up of new programs and 89 on program improvement issues.

Additionally, during the five month period in 1997 that we reviewed in Bassill's log, he had six meetings about starting or improving programs from individual churches to the Shedd Aquarium to the Fire Department. He also met with a Kansas City professor interested in replicating the T/MC model in his city.

While hard to gauge, it appears that Bassill's informal role as a consultant to those interested in starting or strengthening programs has been beneficial to individual programs. In addition to offering his own experience running a program, he is able to draw on the experiences of others in the network and connect programs to other programs and resources citywide. For example, one interviewee running a small after-school program out of her home learned of T/MC through an article in a newspaper. She contacted T/MC, and, in addition to attending every conference, has received a great deal of personal support from Bassill. "He's my cheerleader," she remarks, "and he has referred me to other organizations that started their programs from scratch and has encouraged me to get 501(c)(3) status and sent me information on how to apply for grants." She also noted that before she learned of T/MC she knew of no other programs in her neighborhood and that the information and connections she has made through T/MC have been of great value to her

A couple of those interviewed stressed the importance of T/MC's support for start-up programs. One felt that Bassill's encouragement and support makes it more likely that organizations considering forming a tutoring or mentoring program will move ahead with their efforts. Another noted that "if we were starting today, we could use them. We learned the hard way."

Reflections on Overall Benefits and Challenges

Our brief review of T/MC's efforts suggests several benefits of their infrastructure-building work.

T/MC Provides an Important Brokering Function

Few tutoring and mentoring programs--particularly small and new ones--have the time or capacity

to connect with individuals and institutions that could provide them with important information and resources. T/MC is able to collect information from programs citywide and nationally and share them with programs in their network. They connect programs to other programs through the leadership conferences allowing them to share experiences and expertise. They connect volunteers to programs through their directory, media efforts, and volunteer recruitment fairs. And, through constant networking, they work hard to connect businesses, colleges and universities, professional associations, and others to provide financial support, volunteers, and/or expertise to programs. By hooking into the T/MC infrastructure, the number of connections a program has to important resources expands.

T/MC Promotes Creativity and a Spirit of Working Together

The vision for what an infrastructure like T/MC can accomplish grows as more organizations and individuals join the network. T/MC provides a forum for new and creative partnerships. Organizations like the Junior League, Aon Corporation, or PCI, which may have never become involved in tutoring and mentoring if not for T/MC, are recruited to the cause and given a way to affect tutoring and mentoring programs on a citywide basis. Moreover, T/MC has recently inspired a group of residents of Chicago's Ashburn neighborhood to replicate their infrastructure-building work at the community level by creating a network, a referral directory, and a newsletter. T/MC also reduces the isolation of programs and gives them a sense that their work is part of a larger effort.

T/MC Raises the Profile of Tutoring and Mentoring Programs and the Importance of Their Work

The impact of T/MC's media campaign, networking, and other communications is difficult to measure. While they can count the number of people and organizations that receive their messages, it is difficult to assess the extent to which individuals or groups began tutoring or mentoring, started a program, or made a contribution to a program after, for example, reading an editorial by Bassill. However, it seems reasonable to assume that without their work, there would be less attention to this issue.

Several challenges to T/MC's work also emerged in our exploration.

Infrastructures are Difficult to Understand

T/MC has many charts designed to communicate their mission and how they carry it out. Still, those interviewed for this study gave a number of different responses when asked to describe T/MC's mission. Some confused the mission of T/MC with that of the Kids' Connection, Cabrini Connection's tutoring program for high school students. Others described it as an "umbrella" organization but had limited understanding of the range of T/MC's work. While most knew of the conferences and directory, fewer knew of its media efforts, the Lend A Hand Fund, and the library.

T/MC may be particularly difficult to understand because it does not easily fit within known categories of organizations. It provides some of the supports that a membership organization or association would--such as its newsletter, conference, and public relations efforts--but it doesn't

charge a membership fee or offer a membership identity. It also provides some of the matching services that volunteer associations provide and some of the technical assistance provided by organizations that do training and management consulting but without the fee sometimes charged by such consultants. Moreover, T/MC's citywide mission to not only support programs but to increase their numbers sets it apart from other types of programs. This confusion appears to be a challenge to fundraising. Bassill reports that infrastructure building rarely fits neatly within foundation's funding guidelines.

It is Difficult to Measure T/MC's Impact

T/MC keeps track of the number of programs, businesses, and other organizations in their network that receive their publications and participate in their conferences and volunteer fairs. They also have participant evaluations of the conference. T/MC, however, does not have the resources to assess their progress in realizing their basic mission: to increase the quality and quantity of tutoring and mentoring programs in Chicago. Most interviewed perceived T/MC to be making progress toward this goal. And one interviewee noted that without T/MC's support and encouragement, they would not have started their program. However, its actual impact is not clear; many efforts have indirect effects on programs, making assessment difficult. Also unclear is the effect of T/MC's efforts to involve businesses, colleges, and professional associations.

Without a more exact understanding and appreciation of the value added to individual programs and, by extension, to children and families, T/MC runs the risk of appearing ineffectual or even a detriment to programs. One interviewee, for example, reported that some programs perceived

T/MC to be a competitor for funds and that its high public profile helped T/MC to raise money for itself more than to attract additional attention, funds, and volunteers to tutoring and mentoring programs citywide.

Corporations and Foundations are Challenging Audiences

T/MC seems to do best in connecting with organizations that see themselves as T/MC's constituency. Much more challenging have been their efforts to connect with those not primarily in the business of tutoring and mentoring. As one interviewee from the business world noted, "corporations are bombarded with requests from individuals and organizations seeking various types of support. To lend their support, they need to see how their involvement will give them positive exposure."

While T/MC has had some success with finding corporations to provide locations for their volunteer recruitment fair and offer some financial support for their work, finding a way to capture the attention of many foundations and businesses and effectively appeal to their self interests has been an ongoing struggle. One of T/MC's primary goals as an infrastructure-building effort is to connect the needs and resources of various audiences. T/MC's experience thus far attests to the difficulty of fashioning an organization that can appeal to diverse groups.

Considerations for the Future

Based on our very limited exploration of T/MC's work and our own reflections, we feel that T/MC might be able to strengthen and expand its infrastructure in a number of ways.

Bring T/MC to Scale

Among those interviewed, there seems to be a great interest in and value of what T/MC already does--particularly the conferences and directory. Many expressed the need for more of this type of support. Greater involvement and support from corporations and foundations would help T/MC to expand. As discussed, these are among the most challenging audiences for T/MC.

Two interviewees suggested that a high profile spokesperson--such as the mayor or the public school superintendent--may help to bring such audiences on board. A citywide campaign to match every public school student with a mentor or tutor, led by such a spokesperson, may also help to take T/MC's efforts to scale. A media campaign that focuses on this concrete, easily understood goal would have resonance with a variety of audiences. The spokesperson could help to encourage large corporations, universities, and human service organizations to pledge their participation, and their involvement would attract that of others. The President's Summit asked corporations and foundations to pledge support of their goals by committing to fund or in some other way support programs for children. The combination of high profile spokespeople and corporate participants attracted many participants concerned about children and interested in adding their names to the campaign for public relations purposes. T/MC could model this approach.

T/MC could serve as the coordinator of such a campaign and help those it attracts to become involved in tutoring and mentoring in a variety of ways. It could also track the progress of the

campaign and periodically publicize how many children have found tutors and mentors and which organizations and individuals have helped to make this possible.

As programs grow, T/MC could increase the support it provides in recruiting and training tutors and mentors and in planning and improving programs. It might also be able to provide new types of support. Some interviewees suggested that they would value administrative assistance, a directory of resources available to tutoring and mentoring programs, or some type of evaluation or accreditation to help improve programs and to provide a signal to funders about the quality of their work.

Expand T/MC Power Base

While a broad campaign such as the one described above may not be immediately feasible, T/MC could grow its network by expanding its power base. While T/MC has part time staff and many volunteers, most of those interviewed see it as a "one-man show." Increasing volunteer and staff responsibility may help in a number of ways. First, it would increase a sense of ownership of the effort and by doing so increase the amount of time and effort individuals are willing to contribute. Currently T/MC appears to have more to offer to small and start-up programs than to larger groups. By increasing the involvement of the large tutoring and mentoring organizations in strategic planning, T/MC might be able to determine how to make their efforts more relevant to established programs. By doing so, T/MC might also benefit from these organizations' connections and reputations with businesses, funders, and others. Cabrini Connections might also consider expanding and diversifying its board to include representatives of the types of

organizations--corporations, universities, professional associations, media outlets--it is working to attract to its network.

Provide an Understanding of T/MC's Effect

To communicate the importance of the T/MC infrastructure and thus attract more individuals and organizations to the effort, T/MC might more closely evaluate the effects of its efforts. A larger sample of interviewees than we used for this case study that is more representative of T/MC's network would help to clarify--if not quantify--its impact. A survey of network members, perhaps simply by adding several questions to their existing survey, might also provide a more detailed understanding of their impact. Additionally, a record keeping system that tracks the relationships with various current and potential partners would aid assessment of what types and how many relationships grow and what kinds of connections are more difficult to make.

Other ways to relate the importance of T/MC's work might include strategies that would somehow show a Chicago without T/MC in order to demonstrate what would be lost without them. Such a portrait could be compared to a portrayal of the present and of T/MC's goal: a Chicago with a larger and more integrated tutoring and mentoring program network.

Recommendations for Further Study

T/MC provides a rich example of how one type of primary supports infrastructure can work and what the challenges are to forming and maintaining such a network. A more in-depth and comprehensive study of T/MC including a larger and broader sample of interviewees and a more

in-depth review of its materials would improve our understanding of the costs and benefits of such a venture.

Also of value would be a study that compares various infrastructure strategies such as One on One, a national effort to increase the number of mentoring programs by providing a variety of services to affiliates in twelve cities. Another example is Chicago MOST (Making the Most out of Out of School Time), an effort to increase the quantity and quality of our school programs for young people in Chicago. Toward this goal, MOST provides small grants and staff training to programs. They are also working to create a directory of programs that parents and young people could access through an Internet site. Comparative studies would increase our understanding of what different types of infrastructures can do and with what costs and benefits.

Appendix A: Methodology

The study involved eighteen telephone interviews, three in-person interviews, and review of T/MC documents.

Interviews

The interview subjects were chosen to provide a range of perspectives on T/MC from the various types of audiences it targets. We therefore interviewed:

Daniel F. Bassill, the president and chief executive of Cabrini Connections, and primary staff person for T/MC.

Gena Schoen, Kids' Connection Manager

We interviewed several people who have worked closely with T/MC to help build or strengthen T/MC's efforts:

Jill Allread, Public Communications Inc.
Elizabeth Densmore, The Chicago Bar Foundation
Chantell Johnson, Human Capital Research Corporation

We interviewed nine people who had attended at least one T/MC conference, some of whom have been more involved in T/MC. Seven of the eight run programs. One was considering starting one. We chose subjects that represented a range of the types of organizations represented at the conferences. (Those who attend conferences, also receive T/MC's quarterly newsletter, program directory, and invitations to participate in the annual volunteer fair).

Ted Castro, Association House
Ben Fromm, Community Area Policing, 17th District Advisory Committee
Mary Gonzales, Mary Kids
Tim Henry, Mercy Home for Boys and Girls
Matt Pickering, Working in the Schools
Tony Small, Science Linkages in the Community
Lois Snyder, First Church of the Brethren
Sharon Spencer, Foreman High School
Renae Tucker, Big Brothers/Big Sisters

We interviewed three representatives of businesses that have been involved with T/MC:

Thomas Deneen, Aon Corporation
Pat Dobkowski, Coopers & Lybrand
Joan Klaus, American National Bank and Trust

We interviewed several people who are familiar with T/MC and who represent other networks that are similar to T/MC:

John Borling, President and CEO, United Way/Crusade of Mercy
Dorothy Miaso, Literacy Volunteers of America, IL, Inc.
Susan Norris, United Way/Crusade of Mercy, Volunteer Center

We were not able to reach T/MC's major corporate and foundation funders to conduct telephone interviews.

T/MC Document Review

For information on T/MC's research efforts:

1994 and 1997 survey reports
Library materials

For information on T/MC's public awareness efforts:

Cabrini Connections web site
PCI status reports on media exposures
T/MC's citywide maps
Fundraising materials for "Lend a Hand Fund"
Materials explaining T/MC
Newsletters from 1994-1997
Program Directory

For information on T/MC's resource-building efforts:

Materials pertaining to volunteer recruitment fair
Materials pertaining to Lend A Hand Fund

For information on T/MC's education/consulting efforts:

Materials pertaining to leadership conferences
Phone logs
Correspondence binders
Computer database

Appendix B: Supplemental Report
Results of 1998 Survey of Tutoring and Mentoring Programs in Chicago

Subsequent to our case study which was conducted in the fall of 1997, T/MC sent out their annual survey of tutoring and mentoring programs in Chicago. T/MC allowed Chapin Hall to add several questions to the survey focused on T/MC's role in providing a supportive infrastructure for tutoring and mentoring programs throughout the city. (See survey questions, Appendix C.)

Background

T/MC sent the survey to 272 organizations identified as having tutoring and/or mentoring programs in May of 1998 and followed-up with programs during the next 2.5 months to increase the number of responses.[1] Of the 272 surveys sent, 232 included Chapin Hall's questions about T/MC's infrastructure. One hundred fifty-eight surveys were completed and returned to T/MC. Of the 158 returned, 51 included answers to questions about T/MC's infrastructure work.

While the 51 returned surveys are not a representative sample of tutoring and mentoring programs in Chicago, the information included in them suggests the overall value of T/MC to individual programs, the relative value of T/MC's various efforts, and what services and supports might be strengthened and/or more carefully promoted.[2]

Findings

The most helpful services, according to respondents, are the T/MC Newsletter, the Tutoring and Mentoring Conference, the Directory of Tutoring and Mentoring Programs, T/MC's media campaign, and the Volunteer Recruitment Fair. On the other hand, when asked which of T/MC's services and supports they were not familiar with, most often indicated were the Tutoring and Mentor Library, T/MC's consulting services, the Cabrini Connections web site, the Lend A Hand Fund, and T/MC's program maps.

In describing how they have benefitted from one or more T/MC services or resources, many noted

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[1] It should be noted that included in the 272 were 78 park districts which potentially had tutoring and/or mentoring programs. T/MC reported that very few parks completed the survey.

[2] Factors which may have influenced responses include: the staff member who worked with T/MC in previous years may not be the person who completed the 1998 survey; the person completing the survey is not always the only person who is familiar with or used T/MC's services or resources; forty programs completed their surveys as part of the grant application process for a Chicago Bar Foundation Lend A Hand Grant before the Chapin Hall questions were added (although these programs were asked to answer these questions, few were willing to complete the survey twice); and only current tutoring and mentoring programs received the survey, thus those starting programs, looking for places to volunteer, and others who have benefitted from T/MC's efforts were not included.

that they had gathered program ideas from the conference or newsletter, used the directory to make referrals, networked with other programs at the conference, attained general information on available resources and issues affecting tutoring and mentoring programs, and acquired new volunteers through the Volunteer Recruitment Fair.

When asked if any of the services or resources offered by T/MC were also available to them elsewhere, 47 percent indicated that they were not, 27 percent indicated that they were, and 25 percent gave no answer. Of those who indicated that services similar to T/MC's were available to them from other sources, most received them through their own organization or from other associations such as church or school associations or the American Volunteer Association.

Respondents described the greatest challenges of sustaining high quality tutoring and mentoring programs as attracting and maintaining high quality volunteers, maintaining kids' participation, volunteer training and support, securing adequate funding, and keeping volunteers and kids motivated and engaged in high quality educational work. When asked if T/MC helps to address these challenges, 39 percent felt that it did, 20 percent felt that it did not, and 41 percent gave no answer.

Appendix C: Interview Protocol for Case Study of Tutor/Mentor Connection

Introduction

I am calling from Chapin Hall Center for Children. Chapin Hall is interested in the ways in which the Tutor/Mentor Connection fosters and strengthens tutoring and mentoring programs in Chicago.

Our interest in T/MC grows from our work on what we call "primary supports for children and families." Primary supports are activities, facilities, and events that provide children and youth with a social foundation and organized opportunities which promote healthy development, stable relationships, competencies, and a sense of being socially connected to groups -- beyond family and school. Primary supports include arts and cultural activities, organized sports, community service groups, programs provided through local Y's and other multi-service organizations, tutoring mentoring programs, and special seasonal events and celebrations.

Because these resources have often been taken for granted or seen simply as recreational activities, many struggle for recognition and for funding to stay afloat. Chapin Hall is examining ways primary supports--such as tutoring and mentoring programs--can be strengthened and thus are looking at T/MC's efforts in this area.

I would first like to briefly discuss the work of your organization. Then I would like to focus on your relationship with T/MC and your thoughts about its work. (With your permission, I would like to tape record this interview.)

We would like to be able to cite you by name in our report. However, if you are not comfortable with this, your comments will be held confidential and will, together with other information, form the basis of our report. There are no right or wrong answers. I would simply like you to speak from your experience.

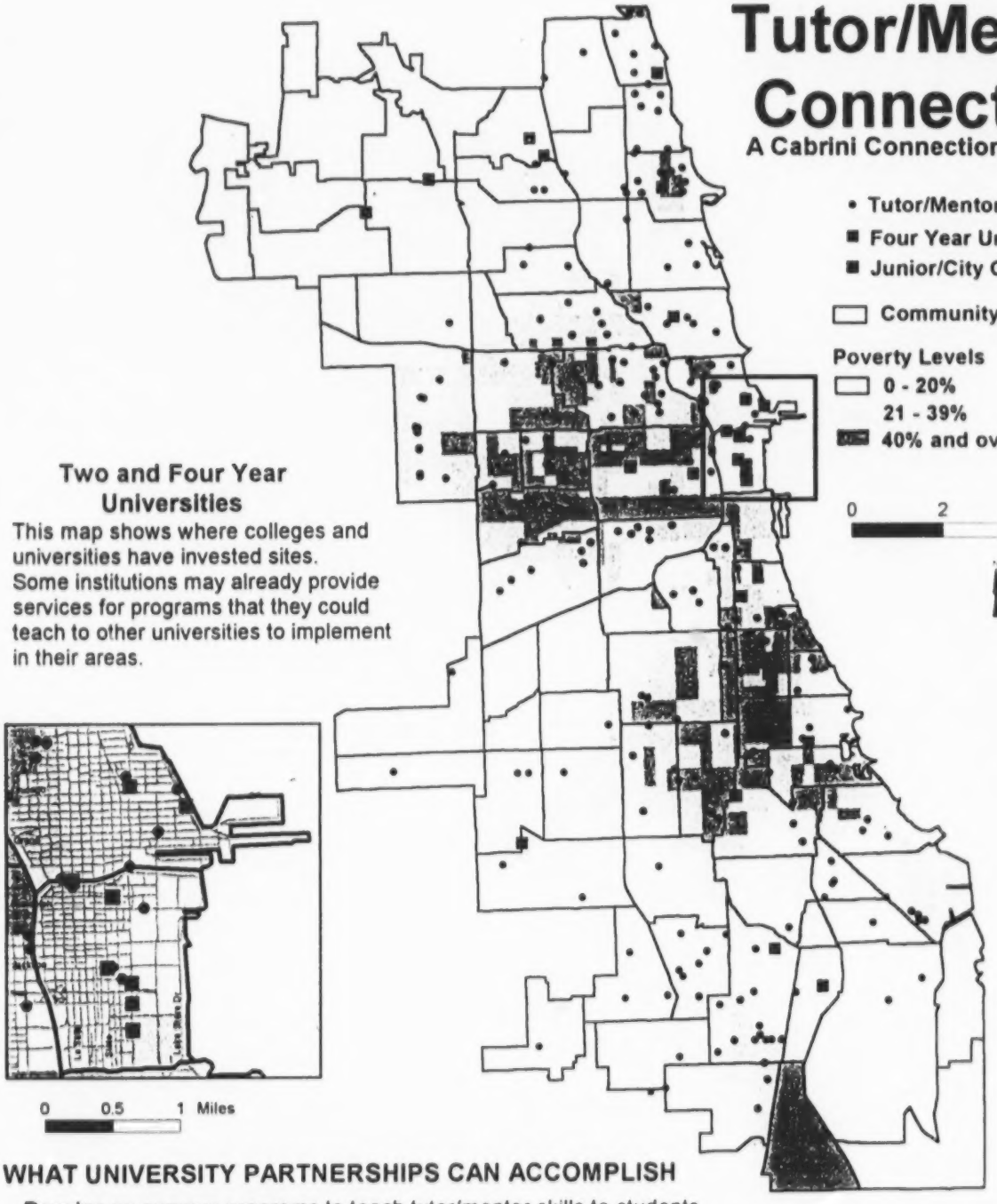
- Please describe the work you/your organization does that concerns tutoring and/or mentoring. (If tutoring or mentoring program, describe management, financing as well)
- When did you/your organization first become involved with tutoring and/or mentoring and why?
- Please describe your understanding of T/MC's mission and how it goes about carrying out that mission in your view.
- How have you/your organization benefitted from your connection to T/MC? What aspects of T/MC's program are most useful?
- Is this type of information/support available to you elsewhere?

- What support--either administrative or program--do you feel you/your organization or tutoring and mentoring programs in Chicago need and are not getting?
- Do you think T/MC is helping to increase the number of tutoring and mentoring programs across the city--particularly in areas most in need of these types of programs? If so, how? If not, how do you feel it could do so?
- What are the challenges of sustaining high quality tutoring and mentoring programs? Does T/MC help to address these challenges? If so how? If not, why not?
- What are the challenges of building and sustaining an organization like T/MC in your opinion?
- What other infrastructure-building efforts or networks do you know of--either in other cities or for other types of programs? How do they compare with T/MC in terms of structure, philosophy, benefits, and challenges?
- What audiences, in your opinion, does T/MC most effectively reach?
- What are the challenges of reaching some audiences?
- How was your program and/or tutoring and mentoring (more generally) in Chicago different before T/MC was established?
- How do you think T/MC might be improved?

Appendix D: Maps

Tutor/Mentor Connection

A Cabrini Connections Program



Two and Four Year Universities

This map shows where colleges and universities have invested sites. Some institutions may already provide services for programs that they could teach to other universities to implement in their areas.

WHAT UNIVERSITY PARTNERSHIPS CAN ACCOMPLISH

- Develop on campus programs to teach tutor/mentor skills to students and community volunteers.
- Extend campus-based tutoring services to K - 12 students.
- Continue to seek and encourage linkages between programs and universities, and universities and the T/MC, such as internships.
- Develop a funding stream to support tutor/mentor efforts and to make training available in every part of the city.

*Separate departments such as medical, law or engineering schools of each university are not represented here. However, if a university has a branch location, it is depicted.

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Resources for this map provided by
Environmental Systems Research Institute, Inc
International Business Machines, Co
Northern Illinois University

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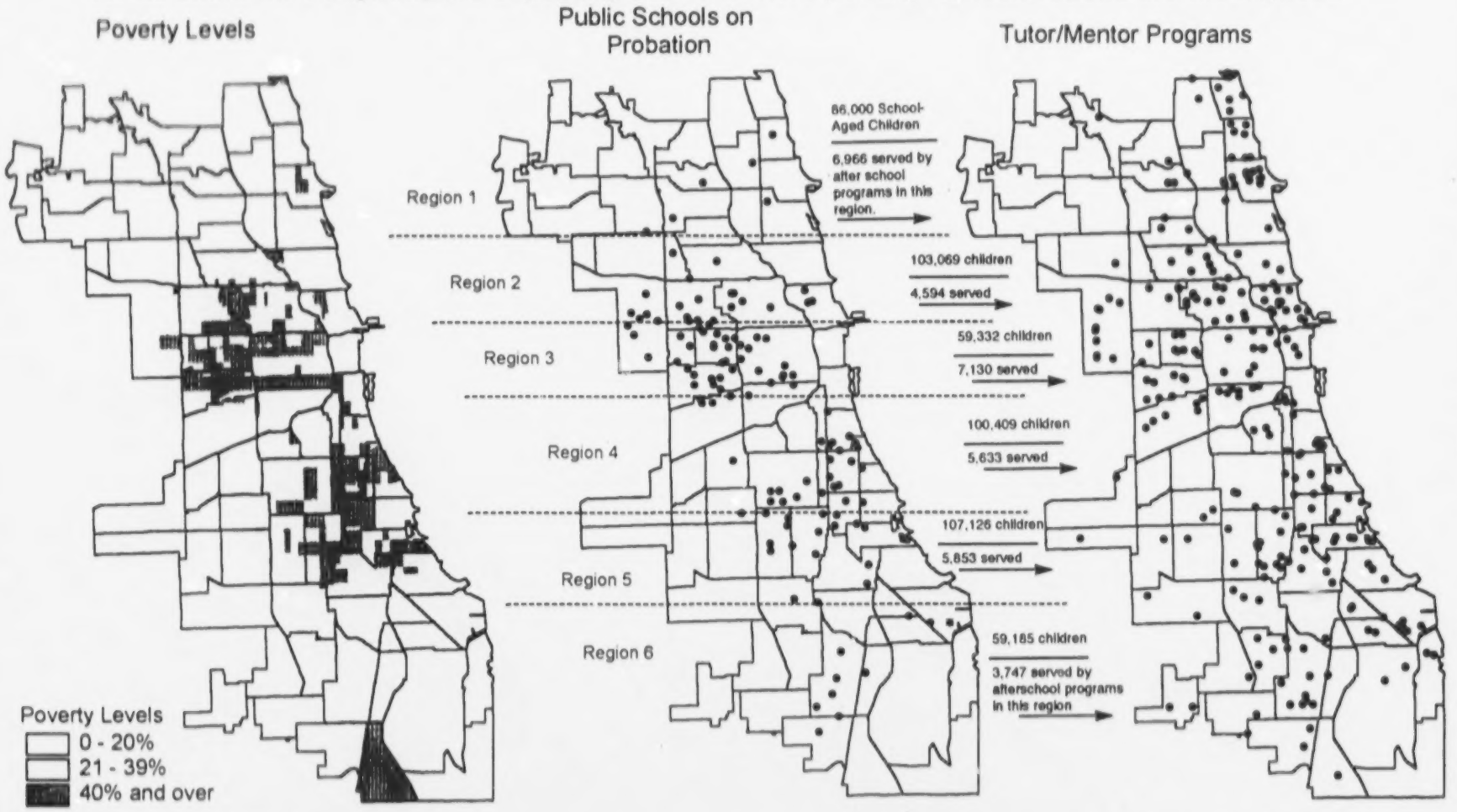
HOW MANY TUTOR/MENTOR PROGRAMS ARE NEEDED?

Every school neighborhood should have at least two, maybe three, tutor/mentor programs for its children. Programs are especially needed where poverty concentrations are the highest!



One-third of Chicago's children live in families with incomes below the poverty level. These families are concentrated in one-half of Chicago's neighborhoods.

While many Chicago Public Schools perform below acceptable standards, almost all of the worst performing schools, those on probation, are concentrated in high poverty areas.

Nearly 300 organizations seek to help children academically, however, fewer than 6% of Chicago's school age population is reached by these organizations.

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